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**FACTORS AFFECTING STRESS AMONG FIRST-
YEAR STUDENTS FAKULTI HOSPITALITI,
PELANCONGAN & KESEJAHTERAAN (FHPK) AT
UNIVERSITI MALAYSIA KELANTAN.**

By

**NORHAPIJA BINTI TIMHAR H20A1412
NORSYAFIQAH BINTI MOHD ALI H20A1418
THINOSHA A/P V. KRISHAN H20A1845
WAN NUR AMY SURAYA BINTI WAN MUHAMMAD ZAKI
H20A1911**

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ACKNOWLEDGEMENT

In the name of God, the Most Merciful and the Most Merciful. Alhamdulillah, we are grateful to God because we were able to complete this research assignment according to the set time. We express our gratitude to Him for giving us the idea to compose our assignment and for making it easier for us to complete the assignment. On this occasion, we would like to say a million thanks to Mr. Hafzal bin Abdul Halim as the supervisor for our group who has helped a lot and given his opinion to make our writing successful and perfect. In connection with that, we will never forget his services and we will remember them forever. May God reward all the goodness and guidance that has been poured out to us. With the knowledge we have gained, God willing, we will use it as best as possible.

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TABLE OF CONTENTS

	Page
TITLE PAGE	
DECLARATION	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii – v
LIST OF TABLES	vi - vii
LIST OF FIGURES	viii
LIST OF SYMBOLS & ABBREVIATIONS	ix
ABSTRACK	x
ABSTRAK	xi - xii
CHAPTER 1: INTRODUCTION	
1.1 INTRODUCTION	1 – 2
1.2 BACKGROUND OF STUDY	3 – 4
1.3 PROBLEM STATEMENT	5 – 6
1.4 RESEARCH OBJECTIVES	7
1.5 RESEARCH QUESTIONS	8
1.6 SIGNIFICANCE OF THE STUDY	9 – 10
1.7 DEFINITION OF TERMS	11
1.7.1 STRESS	11
1.7.2 ACADEMIC	11
1.7.3 FAMILY ISSUE	12
1.7.4 PEER PRESSURE	12
1.8 SUMMARY	13
CHAPTER 2: LITERATURE REVIEW	
2.1 INTRODUCTION	14 – 15
2.2 LITERATURE REVIEW	16
2.2.1 STRESS	16 – 17

2.2.2 ACADEMIC	17 – 18
2.2.3 FAMILY ISSUES	18 – 19
2.2.4 PEER PRESSURE	19 – 21
2.3 RESEARCH HYPOTHESIS	22
2.4 THEORITICAL FRAMEWORK	23
2.5 SUMMARY	24
CHAPTER 3: METHODOLOGY	
3.1 INTRODUCTION	25
3.2 RESEARCH DESIGN	26
3.3 POPULATION	27
3.4 SAMPLE SIZE	28 – 29
3.5 SAMPLING METHOD	30
3.6 DATA COLLECTION PROCEDURE	31 – 32
3.7 RESEARCH INSTRUMENTATION	33 – 34
3.8 DATA ANALYSIS	35 – 37
3.9 PILOT STUDY	38 – 39
3.10 SUMMARY	40
CHAPTER 4: RESULT AND DISCUSSION	
4.1 INTRODUCTION	41
4.2 RESULTS OF DESCRIPTIVE ANALYSIS	42 – 44
4.2.1 TOTAL MEAN SCORE AND STANDARD DEVIATION OF ACADEMIC FACTOR	44 – 45
4.2.2 TOTAL MEAN SCORE AND STANDARD DEVIATION OF FAMILY ISSUE FACTOR	45 – 46
4.2.3 TOTAL MEAN SCORE AND STANDARD DEVIATION OF PEER PRESSURE FACTOR.	46 – 47
4.2.4 TOTAL MEAN SCORE AND STANDARD DEVIATION OF STRESS	47 – 48
4.2.5 ACADEMIC FACTOR	49 – 50
4.2.6 FAMILY ISSUE FACTOR	51 – 52
4.2.7 PEER PRESSURE FACTOR	53 – 54

4.2.8 STRESS	55 – 56
4.3 RESULTS OF RELIABILITY TEST	57 – 59
4.4 RESULTS OF INFERENCE ANALYSIS	60 – 65
4.5 DISCUSSION BASED ON OBJECTIVE	66
4.6 SUMMARY	67
CHAPTER 5: CONCLUSION	
5.1 INTRODUCTION	68
5.2 RECAPITULATION OF THE FINDINGS	69 – 73
5.3 LIMITATION	74 – 75
5.4 RECOMMENDATION	76
5.5 SUMMARY	77 – 78
REFERENCES	79 – 87
TURNITIN REPORT	88
APPENDICES	89 – 99

LIST OF TABLES

Tables	Title	Page
3.4	Krejcie & Morgan Table	29
3.6	Likert Scale	32
3.8.1	Pearson Correlation Strength	36
3.8.2	Cronbach's Alpha Coefficient Scale	37
3.9	Result of Cronbach Alpha for Pilot Test	39
4.1	Socio-Demographic Characteristic	42 – 43
4.2	Total Mean Score and Standard Deviation of Academic Factor	44
4.3	Total Mean Score and Standard Deviation of Family Issue Factor	45
4.4	Total Mean Score and Standard Deviation of Peer Pressure Factor	46 – 47
4.5	Total Mean Score and Standard Deviation of Stress	47 – 48
4.6	Feedback of respondents on the academic factor	49 – 50
4.7	Feedback of respondents on the family issue factor	51 – 52
4.8	Feedback of respondents on the peer pressure factor	53 – 54
4.9	Feedback of respondents on the stress	55 – 56
4.10	Reliability Analysis for Academic	57
4.11	Reliability for Family Issues	57
4.12	Reliability of Peer Pressure	58

4.13	Reliability Analysis for Stress	58
4.14	Reliability Statistic for Dependent Variables and Independent Variables	59
4.15	Overall of Factors Affecting Stress Among First-Year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan	60 – 61
4.16	Results of Pearson Correlation between the Variables	62
4.17	Stress and Academic Factor Affecting Stress Among First-Year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan	63
4.18	Stress and Family Issues Factor Affecting Stress Among First-Year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan	64
4.19	Stress and Peer Pressure Factor Affecting Stress Among First-Year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan	65

LIST OF FIGURES

Figures	Title	Page
2.4	Theoretical Framework	23



LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation

FHPK	Fakulti Hospitaliti, Pelancongan & Kesejahteraan
MOHE	Ministry of Higher Education
SSI	Student Stress Inventory
KKM	Malaysian Ministry of Health
QoL	Quality of Life
SUD	Substance of Disorder
DV	Dependent Variable
IV	Independent Variable
SAP	Sarjana Muda Keusahawanan (Pelancongan)
SAH	Sarjana Muda Keusahawanan (Hospitaliti)
SAS	Sarjana Muda Keusahawanan (Kesejahteraan)
SPSS	Statistical Package for Social Science

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ABSTRACT

For real people facing the environmental and societal variables that contribute to so many diseases, stress is mental pressure. Young age is a crucial phase because this is when young people are going through a lot of changes in their life. Therefore, it's crucial to comprehend the sources of stress, which primarily include the following academic, family issues, and peer pressure. Usually, such stress can cause psychological, physical, and behavioural issues. In addition, to ensure the contributing stress of each student is guaranteed the person must carry out a research method which is the factors that affect stress among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. There are several features that need to be explored, namely purpose, precision, objectivity, and some other features. All of these features help with well-researched research. This research is also done qualitatively. This method is crucial in determining what kind of observation should be used to obtain information on factors that affect stress among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan. Further, to address the research methodology of stress, especially first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan, researchers need to refer to the research methodology. The purpose of the research methodology is to collect, process, and analyze data that is systematically and efficiently performed to complete a study. Each study needs to have a purpose, and objectivity and what method should be used to ensure that the study is getting the right results or answers.

Keywords: Academic, Family Issues, Peer Pressure and Stress

ABSTRAK

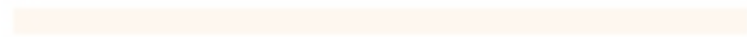
Bagi orang sebenar yang menghadapi pembolehubah persekitaran dan masyarakat yang menyumbang kepada begitu banyak penyakit, tekanan adalah tekanan mental. Usia muda adalah fasa yang penting kerana pada masa inilah golongan muda melalui banyak perubahan dalam kehidupan mereka. Oleh itu, adalah penting untuk memahami sumber tekanan, yang terutamanya termasuk yang berikut iaitu akademik, keluarga dan tekanan rakan sebaya. Biasanya, tekanan sedemikian boleh menyebabkan masalah psikologi, fizikal dan tingkah laku. Di samping itu, untuk memastikan tekanan yang menyumbang daripada setiap pelajar dijamin seseorang itu mesti menjalankan kaedah kajian iaitu faktor-faktor yang mempengaruhi tekanan dalam kalangan pelajar tahun satu Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) di Universiti Malaysia Kelantan. Terdapat beberapaciri-ciri yang perlu diterokai iaitu tujuan, ketepatan, objektiviti, dan beberapa lagi ciri-ciri. Semua ciri ini membantu dengan penyelidikan yang dikaji dengan baik. Kajian ini juga dilakukan secara kualitatif. Kaedah ini penting dalam menentukan jenis pemerhatian yang sepatutnya digunakan untuk mendapatkan maklumat tentang faktor-faktor yang mempengaruhi tekanan dalam kalangan pelajar tahun satu Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) di Universiti Malaysia Kelantan. Seterusnya, bagi menangani metodologi kajian stres khususnya pelajar tahun satu Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) di Universiti Malaysia Kelantan, penyelidik perlu merujuk kepada metodologi kajian. Tujuan metodologi kajian adalah untuk mengumpul, memproses, dan menganalisis data yang dilakukan secara sistematik dan cekap untuk melengkapkan kajian. Setiap kajian perlu mempunyai tujuan, objektiviti dan kaedah apa yang harus digunakan untuk memastikan kajian tersebut mendapat keputusan atau jawapan yang betul.

Kata kunci: Akademik, Isu Keluarga, Tekanan Rakan Sebaya dan Tekanan

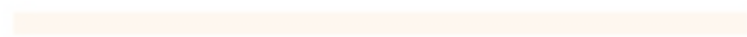
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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Elizabeth (2020) defines stress as any type of shift that results in tension in the body, mind, or emotions. Stress also refers to anything that stimulates the body to react with inquiry or reaction. Nevertheless, research by Stormon et al. (2019) depicts that dentistry students in Australia had higher levels of stress, anxiety, or depression than general students which indicates they may be at higher risk for psychological distress.

On the other hand, students who pursue higher education in Malaysia face a lot of responsibility and pressure since they must undergo the process of adapting to a new social and educational environment (Malarvili & Dhanapal, 2018). Despite the perception that university students are a generation that is fortunate to have been accepted into university, the truth is that they are individuals who experience ongoing stress owing to life changes during their studies (Fauzan et al. 2018). Moreover, university students encounter a variety of challenges, including those related to academic, social, environmental, and psychological adaptation to a new campus setting, which can have an impact on their psychosocial well-being and academic results, according to Yikealo., Tareke & Karvinen (2018).

Based on research done by Jia & Loo (2018), perceived stress was significantly influenced by both gender and the academic year. In comparison to the male students,

female students were nearly twice as likely to report feeling stressed. Furthermore, the results also supported earlier research that claimed first-year students experienced more stress than those in later years of study.

Apart from that, a study conducted by Fasoro et al. (2019), it was also stated that the percentage of female first-year student stress is higher than that of male students. Additionally, the majority of Nigerian first-year medical students perception of their academic workload as a factor that leads them to stress. Therefore, if the issue persists, it can eventually result in stress-related illnesses like depression, anxiety, insomnia, loneliness, interpersonal and intrapersonal disputes, and other mental health issues.

To sum up, the focus of this study is to analyze the factors that affect stress among first-year students of Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. This is important due to the beginning of life in the university phase begins and they are also compulsory to live in the residential college at that time. Thus, a first-year student living in a residential college may experience stress for different reasons (Amir Hamzah et al., 2019).

1.2 BACKGROUND OF STUDY

A disruption of one's "physiological homeostasis or psychological well-being" is what is referred to as stress. More than half of the students in a cross-sectional study of first-year university students at an Australian university reported feeling stressed at some point (Choi 2020). Hence, when students feel pressured or threatened, they will react by becoming stressed. Regardless of age or gender, stress can affect anyone (Mohd Zawawi, Md. Sham, & Ismail, 2019).

Nevertheless, the survey conducted by (Othman et al., 2019) said that young adults who start college or university education are more prone than others to experience pressures related to a new environment and a stage of life. In contrast, female students demonstrated a stronger tendency toward stress and a poorer degree of academic accomplishment than male students, according to (Ramon, et al., 2019).

Besides, the research by Bouchrika, (2021) revealed that 36.5% of college students in the United States cited stress as the major cause of their poor academic performance during the previous 12 months. In addition, 29.5% cited anxiousness as a contributing factor. Thus, the main factor is that college life requires many modifications from students, which increases stress levels (Bennion, Olpin, & DeBeliso, 2018). The requirements of studying, both physically and psychologically, typically increase as a student progresses (Reddy et al., 2018). Furthermore, external factors like family, money, friends, and mental health can either stimulate or detract from learning (Bouchrika, 2021).

A higher level of psychological stress is also experienced by students who live with family as compared to those who do not. Additionally, studies have demonstrated that student depression, which has a detrimental impact on learning outcomes and

performance in the classroom, is greatly influenced by academic and familial stress (Deng, et al., 2022). In light of this, Lamoreux (2022) claimed that family stress may manifest itself when members of the family are under more stress than they can bear. It could be brought on by a single, extremely stressful event that happens within the family or outside of it, or it might be brought on by a string of stressful occurrences that build upon one another.

Furthermore, Yaacob et al (2019) claim that peer pressure is one of the factors that can cause a student's creativity to stall. This is due to the daily lives of students who are more concentrated with their peers outside of the classroom as well as in it has been observed to increase student stress more than those who are not. In fact, students experience stress when dealing with problems with their peers because they find it difficult to say "no" to a buddy even though they are busy.

Last but not least, a shortage of monthly spending money is the primary driver of high stress for both male students and female students due to personal issues (Ahad, et al 2020). This outcome may be explained by students' less thrifty financial management attitudes. Moreover, this is also connected to the financial capabilities of low-income families with numerous dependents. As a result, it increases the stress that students who are experiencing financial difficulties endure.

1.3 PROBLEM STATEMENT

In this study, the researcher wants to examine factors affecting stress among first-year students of the Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The purpose of this study began when the first-year students of FHPK at Universiti Malaysia Kelantan experienced mental distress which led to stress.

According to Asif et al. (2020), when students' progress through their education, they face more stressful situations including more difficult schoolwork, difficult employment assignments and projects, and living in hostels. These problems must be met effectively. Bekkouche, Schmid & Carliner (2022) stated that graduate students frequently struggle with their mental and emotional health. The significant incidence of mental health difficulties implies that the reasons may go beyond personal considerations, even though they are most frequently perceived as individual issues.

However, Bekkouche, Schmid & Carliner (2022) and Asif et al. (2020) stated that graduate students' mental health is viewed as a personal issue, connected to individual propensities to mental illness, and suggested that mental health issues suggested that students are expected to be sufficiently prepared for the demands, pressures, and greater obligations in academic as well as social life. Based on these two journals, the researcher is trying to discover why academic, family issues and peer pressure are so stressful for first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

Based on the journal written by Agolla & Ongori (2009), academic stress in students has been extensively studied. Stressors include having too many tasks, being in rivalry with other students, and having a poor rapport with teachers. Additionally, Irfan & Hussai

(2014) stated that numerous research has already established the existence of family issues like putting heavy pressure on children to achieve high grades. For a variety of reasons, parents put pressure on their kids. Thus, it can be concluded from both journal studies that students experience anxiety and stress due to academic stress and family issues to perform well.

Santiago & Milagroso (2018) stated peer pressure may have a specific impact on stress in students and other community members. The norms, on the other hand, see this variable as stressful and unpleasant, especially when it comes to making decisions. Peer pressure is frequently linked to actions that are detrimental to a student's well-being, such as bullying, drug, and alcohol use, and having a negative body image. Such behaviors may impair one's feeling of self-worth and confidence as well as cause one to become estranged from family and friends. Thus, the current situation needs to be seen from the viewpoint of the students because their perspectives are significant and relevant to the issue. This is because it is related to mental health, it is crucial and certain to develop human well-being.

The research is evidence that a few of the factors that cause stress are academic, family issues, and peer pressure. While a moderate level of stress can motivate students and improve their performance, excessive stress may hurt their general well-being. Collectively, the limited data indicate that first-year students who suffer severe stress at university lose motivation to complete the work, do academically less well overall, and may even have a higher dropout rate.

1.4 RESEARCH OBJECTIVES

1.4.1 To investigate the relationship between academic factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

1.4.2 To investigate the relationship between family issue factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

1.4.3 To investigate the relationship between peer pressure factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

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1.5 RESEARCH QUESTIONS

1.5.1 What is the relationship between academic factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan?

1.5.2 What is the relationship between family issue factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan?

1.5.3 What is the relationship between peer pressure factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan?

1.6 SIGNIFICANCE OF THE STUDY

This study is expected to provide input on aspects of stress management experienced by first-year students who reside in the residential college for Universiti Malaysia Kelantan in ensuring the mental and physical health of the students.

Through this study, the Malaysian Ministry of Higher Education (MOHE) can identify the stress factors faced by students who have just entered university. Therefore, the MOHE must seriously consider the stressors that Malaysian Higher Education Institutions' students face, and it must develop thoughtful initiatives, like awareness campaigns. This is crucial to reduce the signs of stress in first-year university students.

Apart from that, this study also helps the faculty at each campus of Universiti Malaysia Kelantan to find out that academic factors, family problems, and peer pressure affect the stress faced by first-year students who live in residential colleges. Thus, the faculty of Universiti Malaysia Kelantan needs to take appropriate action during the "Minggu Mesra Mahasiswa" session by revealing the importance of maintaining mental health while studying at Universiti Malaysia Kelantan. This is essential to ensure that every student can control stress throughout their studies.

Furthermore, studies related to stress factors faced by first-year students can provide referrals to the counselling department of Universiti Malaysia Kelantan. This study can help the counselling department to identify students who experience stress during their stay at the residential college at Universiti Malaysia Kelantan. Hence, the counselling department should conduct awareness campaigns periodically by providing counselling services for those who experience stress during their studies at Universiti Malaysia Kelantan.

Last but not least, this study will benefit family institutions for them to know the factors that influence stress in their children while studying at the university level. Family is the closest person to every university student (Stacy, 2020). As such, family institutions play an important role in providing moral support to children so that they can overcome stress problems throughout their studies at the university level.



1.7 DEFINITION OF TERMS

1.7.1 Stress

According to Chib, et al (2020) stress is characterized as an individual's mental or bodily response to his interactions with the environment, followed by a sense of emotional or physical tension. This stress can cause fatigue, depression, anxiety, substance abuse, and absenteeism (Pachava, Shaik, & Palli, 2019). Operationally, stress among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan can be influenced by academic, family issues, and peer pressure factors.

1.7.2 Academic

Academic pressure is the pressure that students experience because of academic demands or competitiveness (Barseli & Ifdil 2017). Additionally, Deng et al (2022) outlined how students who are constantly under academic strain will eventually see a decline in their physical stamina. This results from the fact that students are under academic pressure to meet a variety of requirements. Students who are unable to adjust to the situation end up suffering both physically and psychologically. Operationally, the academic factor component is measured by the Student Stress Inventory (SSI) faced by the first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

1.7.3 Family Issue

Family troubles, or family issues, refer to a wide range of familial conditions that cause unpleasant and stressful feelings including rage, fear, and stress (Natalie, 2022). The efficiency of the family, which acts as society's basic unit, has a big impact on how well its children are educated. Next, when a student has family issues, he becomes stressed and loses academic focus (Lyca, 2019). Operationally, the family issue factor component is measured by the Student Stress Inventory (SSI) faced by the first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

1.7.4 Peer Pressure

According to Hartney (2022), peer pressure is an effect that peers or people from social groups with similar interests, situations, or social statuses may feel either directly or indirectly. Peers also have a greater chance of influencing a person's behavior, attitudes, and beliefs. Dhull & Beniwal (2017) stated that peer pressure forces a person to act in the same way as others his age and social group to be liked or looked up to by them. Operationally, the peer pressure factor component is measured through the Student Stress Inventory (SSI) faced by first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

1.8 SUMMARY

This chapter outlines the issues facing first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan who is dealing with stress-related mental illnesses among the first-year students of FHPK at Universiti Malaysia Kelantan are those who enroll in a degree program at the university and are compulsory by the faculty to stay in the residential college for the duration of the first academic year. Besides that, this chapter focuses on the peer pressure, academic challenges, and familial issues that first-year students of FHPK at Universiti Malaysia Kelantan experience as causes of stress. This study demonstrates that the stress level that first-year Universiti Malaysia Kelantan students face is extremely concerning.

Then, this chapter also explained academic, family issues, and peer pressure factors among the first-year students of FHPK at Universiti Malaysia Kelantan. Academic pressure is one of the factors that cause students to be stressed. Academic pressure is the pressure faced in the student's academic life that affects the student. In addition, other pressures that students must face are related to family issues. It can be defined as the students having to be away from their families which makes them a little sad and worried about managing themselves on campus, especially students who have never been away from their families. Other than that, peer pressure is also one of the causes of students to get emotional stress. This is said so because in this world there are various types of people that will be found by them. If an individual gets a good peer, it should be easy for the student to adapt but if the peer behaves unpleasantly, it will hurt the student.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Admission of first-year students to university consists of several groups. Thus, despite taking a year off after graduating from high school or another institution, some mainstream students are admitted to universities and begin their studies in the first year, according to Cheung et al. (2020). Additionally, admission of first-year students is also among the group of transfer students from community colleges that come to the university with college credits. In particular, given the stress of their coursework, this causes first-year university students to face confusion during the transition phase. Similar circumstances apply to Universiti Malaysia Kelantan's newest class of students, which is made up of many ethnic and educational groupings with a range of ages, origins, and educational experiences.

First-year university students frequently experience stress. According to Garrett et al. (2017), female undergraduate students are more stressed than their male peers, and several academic majors such as engineering and medicine are also linked to higher stress levels. Stress can have a variety of severe effects on undergraduate students, including inadequate academic performance, health issues, increased depression, increased alcohol, drug, and stimulant use, diminished sense of self-worth, and suicidal thoughts. Students who are more competent at managing their stress perform better in school, have better

dietary habits, have less despair, and are happier overall. As a result, Students who are under stress are consequently less likely to engage in physical activity, which has an effect on a number of possibly related detrimental physical health effects.

Next, students who experience too much stress face physical problems such as sweating for no reason, headaches, fatigue, stomach aches, and difficulty or lack of sleep (Felman, 2020). Hence, these students also mentioned that they felt they needed to put their assessment on wait to participate in social, physical, and restorative activities that could promote their well-being and healthy self-growth. This lack of balance affected their ability to focus on their studies. Additionally, previous studies have also shown that too much work can reduce effectiveness and be less productive (Stenger, 2018). As a result, any task or project assigned to students should have a clear goal and benefit, and it should be organized to encourage learning and growth to create a productive learning environment.

Apart from that, stress can manifest physically and mentally, according to a news release from the Malaysian Ministry of Health (KKM), (Subramaniam, 2016). The human body releases the stimulating hormone "adrenaline" into the bloodstream when it experiences stress. The body will change because of this hormone's interaction with other hormones. These modifications are meant to safeguard the body and lead to a person's heartbeat quickens, blood pressure rising, blood sugar, fat, and cholesterol levels rising, respiration quickening, and other changes taking place. Additionally, daily activities are altered as a result of these changes. Therefore, if students feel pressure, a variety of activities, including classes, extracurriculars, sports, and others, will be disturbed.

2.2 LITERATURE REVIEW

2.2.1 Stress

According to Ribeiro et al., (2018) graduate and postgraduate students at universities are part of a sociodemographic age group where stress-related illnesses are more prevalent. Besides that, there is no guarantee that students will get a good return on their time and financial investments during the academic year. This gives rise to the perception that this pressure may negatively affect one's Quality of Life (QoL) in several areas, including social, physical, psychological, and environmental health. However, researchers from the University of Massachusetts reported that medical students in their second and fourth years experienced higher levels of stress and sadness, and those from the United Kingdom showed that medical students in their first year experienced the most mental discomfort. Furthermore, similar findings were reported by Zhang & Henderson (2019) in non-English medical schools, where it was discovered that Thai students were the most stressed in their third year, while 83% of Iranian students reported high levels of perceived stress, with students in the later clinical phase reporting higher levels of stress than those in the earlier fundamental science phase.

A total of 47.5% of medical students reported experiencing academic stress based on (Rafique et al., 2019) research. Thus, the most common academic issue among first-year students was a severe workload, but fifth-year students said that their primary source of stress came from worry about the future owing to the competitive environment. However, about 11.1% of students indicated that they had to see a psychiatrist for stress management, while 3.4% of students said that they were taking medication for stress,

anxiety, or depression at the time of the study. Furthermore, research was done by Choon et al., (2015) shows there is a higher prevalence of depression, anxiety, and stress among undergraduate students. This could be attributed to the fact that a large amount of material needs to be covered in a short amount of time, sudden changes in their study habits, thoughts of appearing or failing in exams, and a lack of time set aside for clinical posting have become the main factors. Additionally, social stress caused by peer interactions, hostel friendships, being away from home, and financial difficulties may have a significant psychological impact on undergraduate students (Deng et al., 2022). Undeniably, compared to people of other races, Malays are more vulnerable to stress due to cultural reasons.

2.2.2 Academic

According to Johari. & Ahmad (2019), the existence of stress among university students is caused by academic factors which are the main drivers and are followed by several other factors such as social physical factors, and so on. Then Irshad et al. (2015) said that pressure in terms of workload, friends, family, and lecturers to ensure that good work results are maintained, and assignments must be completed on time without any failure is the pressure experienced by most students. In addition, a study in South Africa found that to overcome academic pressure is to use prohibited substances that students tend to use (Olufunke, 2017). Nevertheless, the use of alcohol also often happens to some students because it is a way for students to reduce stress when studying (Metzger et al., 2017). Students frequently employ this technique because they believe it will help them cope with the pressure of studying, especially those with high levels of stress who may

experience low energy, loss of appetite, headaches, insomnia, or digestive issues as a result of the academic pressure they are under (Malarvili & Dhanapal, 2018).

According to Mofatteh (2021) studied the effects of excessive academic pressure on mental health, including depression, anxiety, and suicide ideation. Apart from that, the educational system may also play a role in increasing stress levels. Overcrowding in lecture halls, insufficient resources and facilities, long hours, and rote learning expectations are some of the sources of stress in the educational system (Deb et al., 2015). This is because these causes are one of the things that students often experience, especially first-year students who have not yet been able to adapt to the system, thus having a big impact on the students. Therefore, academic pressure becomes one of the causes of stress experienced by university students, especially first-year students who must adapt to new conditions.

2.2.3 Family Issues

The term "stress" is frequently used to describe situations that make students feel anxious and frustrated because they are beyond the capacity for effective coping. Stress has been proven to be significantly influenced by family issues (Spinelli et al., 2020). Researchers discovered that most stressed-out students came from families that have divorced. There are several reasons why parents separate, including communication issues and financial troubles. When these issues arise, the marriage becomes stressed and separated, which has a significant effect on their children. Apart from that, according to Pedersen (2022), since it is generally recognized that both levels of stress may negatively impact children's well-being, researchers looked at both individual parents' stress and dyadic perceptions of stress. However, (Haimi & Lerner 2016) discovered that the

emergence of family conflicts may worsen parents' psychological problems, notably stress both at the individual and dyadic level, with a subsequent detrimental effect on children's emotional and behavioral health. In addition, researchers look at the difficulties that students confront when they have family members who abuse alcohol and or drugs.

Ólafsdóttir et al., (2018) proved that there is a direct link between family relationship addiction and disturbance, as well as important psychosocial and physical repercussions on family members like depression, anxiety, and stress. On the other hand, the depression of a parent who cohabits with a spouse who has a substance use problem may result in the neglect of the children's emotional, physical, and social needs, which exacerbates family tension and anxiety. Besides that, the sadness of the parent who shares a home with a partner who has a substance use disorder (SUD) may result in the emotional, physical, and social neglect of the family's children, which increases anxiety and tension in the household. However, Lassonde (2022) stated children who witness parental conflict, illness, and financial struggle as the cause of the substandard living conditions the family must endure typically have a traumatic family experience with negative psychosocial effects.

2.2.4 Peer Pressure

Peer pressure, according to Khanagha et al. (2021), is the process by which a social group exerts influence over an individual. Peer pressure is a social dynamic that people have encountered, and it is a result of the daily interactions that students have with other people. Students experience peer pressure to fit in with the group of peers they hang out with (Dhull & Beniwal, 2017). However, there are situations when students' peers are the cause of their stress. They might exert pressure on them to do things they don't want to, such as shoplifting, smoking cigarettes or alcohol, impersonating someone else while

driving, and more. Hence, students may be teased by a peer to imitate their actions. Furthermore, sometimes peers would not even speak to the students. Instead, they may pressure them by labelling them as outcasts or ignoring them. This behavior also caused stress among the students. Glass (2020) stated that when someone ignores someone, they experience a variety of conflicting feelings. They might experience a variety of emotions at once, including sadness, loneliness, guilt, and anger. Naturally, such an emotional crisis might hurt their mental health. It also can cause emotional trauma to first-year students.

According to Morrison et al. (2004), when someone tries to persuade someone else to do something they know is wrong, this is known as peer pressure. For example, cheating or copying a student's work or assignments or convincing a friend to skip classes. Due to peer pressure, first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan may experience anxiety and fear that their wrongdoing would be discovered by lecturers, which could result in their suspension from the institution. Moreover, students are always in a comfort zone, after they step into their university life, they are facing a lot of pressure because of their peers which they can't share with anyone else. First-year students of FHPK at Universiti Malaysia Kelantan may experience homesickness due to their friend's mistreatment of them which can cause mental distress and lead to stress. Hence, to justify this point Hamarus & Kaikkonen (2008) stated that the cohesion of the group is increased by sharing stories and calling the victims of bullying names, and the treatment of the person inspires dread in other students.

Peer pressure can also affect people's mental health. According to Teens and Peer Pressure - Children's Health (2020), peer pressure has an impact on mental health as well. It can lead to poorer academic achievement, isolation from family and friends, or elevated stress, sadness, and anxiety. Not only that, but it can also harm one's self-esteem. If this

is not handled, students may begin self-harming or have suicidal thoughts. Peer pressure is an imperceptible but potent force that acts on first-year students of FHPK at Universiti Malaysia Kelantan and has the potential to seriously harm their mental health. Researchers believe this is the biggest problem that leads to stress among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.



2.3 RESEARCH HYPOTHESIS

- 2.3.1 Ho1: There is a significant relationship between academic factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.
- 2.3.2 Ho2: There is a significant relationship between family issue factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.
- 2.3.3 Ho3: There is a significant relationship between peer pressure factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

2.4 THEORETICAL FRAMEWORK

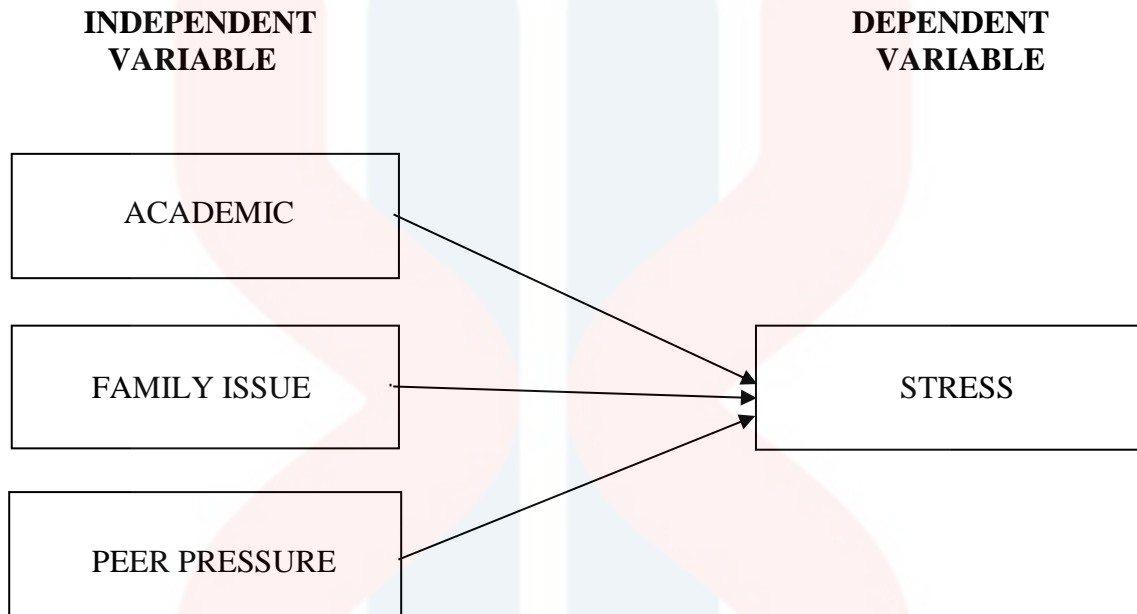


Figure 2.4: Theoretical framework of the factors and stress.

Figure 2.4 indicates this research's dependent variable (DV) and independent variable (IV). The independent variable is the factors affecting stress among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. Furthermore, the dependent variable for this study focused on the stress faced by first-year students of FHPK at Universiti Malaysia Kelantan. So, the dependent variable for this study will be influenced by the independent variable. In addition, there are three independent variables determined as major factors in this study, including academic factors, family issues, and peer pressure. Therefore, the figure above illustrates the relationship between the factors that affect stress among first-year students of FHPK at Universiti Malaysia Kelantan with the stress they face.

2.5 SUMMARY

In a nutshell, this chapter looks at the variables that affect the studied components. Based on the literature review, a proposed conceptual framework has been established. The researcher wants to see how all the independent and dependent variables are correlated. Based on the stated problem statement, certain elements will arise, such as the purpose of the stated analysis and the study of hypotheses. In addition, the relationship between the factors and the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan is interconnected and is a challenge for researchers today to solve the issue. Finally, the idea of a system may enable researchers to understand the problems that often occur among first-year students.



CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This research demonstrates a more thorough explanation of the equipment, approach, and techniques that will be used in the study. The aim of this study is to determine the Factors Affecting Stress Among First-Year Students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The content of this chapter is presented below the following heading:

1. Research Design
2. Population
3. Sample Size
4. Sampling Method
5. Data Collection Procedure
6. Research Instrument
7. Data Analysis
8. Pilot Study
9. Summary

3.2 RESEARCH DESIGN

A research design is a plan for applying empirical data to answer the research question. Therefore, a carefully thought-out study design aids in ensuring that the researcher's methods satisfy their research goals and that they use the right kind of data analysis. Research may also be required to create a study plan, either as a stand-alone assignment, a component of another project or as a part of a broader research proposal. As a result, the researcher should carefully evaluate which strategies are most appropriate and realistic for answering the question in each case (Thakur 2021).

The descriptive research approach will be used to perform this study and collect all the necessary data. This method of research is theory-based, and the researcher's primary goal is to define the specific topic for research. The process by which the researcher can clearly describe the problem statement so that others may understand why this research is necessary includes data collection, analysis, and presentation. Additionally, this study will use a quantitative research approach to collect significant data. Since quantitative surveys use closed-ended questions, the results can easily be turned into numbers, statistics, graphs, and charts (Thakur 2021). For the study of Factors Affecting Stress Among First-Year Students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK), at Universiti Malaysia Kelantan, the researcher also uses the Students Stress Inventory (SSI) survey to quickly and simply measure the stress that the students experienced on a Likert scale ranging from strongly disagree to strongly agree.

3.3 POPULATION

A complete group is referred to as a population when making inferences about it (Bhandari, 2020). A population is not always the same as a person in research. It can refer to a grouping of everything the researcher wants to examine, including people, places, historical events, organizations, countries, animals, and other living things. Moreover, populations are used when the research topic needs or uses information from the entire population. Most of the time, getting data from the complete population is only straightforward when the population is small, easily accessible, and cooperative. Therefore, the study population of this study is a total of 770 first-year students of the Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. There are three courses under FHPK which are ‘Sarjana Muda Keusahawanan (Pelancongan) dengan Kepujian (SAP)’, ‘Sarjana Muda Keusahawanan (Hospitaliti) dengan Kepujian (SAH)’ and ‘Sarjana Muda Keusahawanan (Kesejahteraan) dengan Kepujian (SAS)’.

According to sources obtained from the FHPK office, the total number of students for the SAH course is 187 with a total of 146 female students and 41 male students. Meanwhile, the total number of students for the SAP course is 364 with a total of 282 female students and 82 male students. Finally, the total number of students for the SAS course is 219 students of which 167 are female students and 52 are male students.

3.4 SAMPLE SIZE

In research, the phrase "sample size" refers to the number of participants (Kibuacha, 2021). The sample size is determined by the researcher and consists of a selection of individuals believed to be representative of the real population for that particular study from the general public. As an illustration, if researchers seek to forecast how a first-year student would react to a stressor, they can test their hypothesis first on a sample size that is representative of the target demographic. The number of Universiti Malaysia Kelantan's Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) first-year students who will participate in the survey will determine the sample size in this case. Additionally, the researcher used Krejcie and Morgan's (1970) table to establish the appropriate number of research participants. The sample size based on the population was displayed in Krejcie and Morgan's (1970) table 3.4. The sample size for this research study will be 260 respondents, representing the population of 770 first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

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Table 3.4 depicts the determining sample size.

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Source and adaptation from Krejcie & Morgan, 1970.

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3.5 SAMPLING METHOD

The researchers applied non-probability sampling techniques which is a sampling strategy where samples are chosen by the researcher based on their assessment as contrasted to chance. It employs a less rigorous approach and a process in which not every person in the population has an equal chance of taking part in the study (Fleetwood, 2018). The researcher uses this sampling method to achieve the research objectives on the Factors Affecting Stress among First-Year Students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. Not only that but non-probability sampling is less expensive and easily gets the data than probability sampling. Hence, the researchers only take 260 respondents to fulfill the surveys. Additionally, convenience sampling was also a component of the non-probability sampling strategy that the researchers employed for this study. Therefore, convenience sampling is the practice of selecting 260 respondents from the population among first-year students of FHPK Universiti Malaysia Kelantan only. This is because the samples are convenient for the researchers. Researchers did not take into consideration choosing a sample that accurately represented the entire population; instead, they chose these samples purely out of convenience. Moreover, the researchers used convenience sampling due to an affordable and rapid method of assembling a 254 sample among first-year students of FHPK at Universiti Malaysia Kelantan and conducting a survey to obtain data.

3.6 DATA COLLECTION PROCEDURE

According to Bhandari, 2020 the questionnaire is the main method for data collection in this study. It is a set of standardized inquiries, also referred to as items, that are supposed to compile individual data on one or more specific categories in a predetermined format. The demographic profile, dependent variable, and three independent variables are all included in the three parts of the questionnaire researcher did in the title of their study, Factors Affecting Stress among First-Year Students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

The researcher also would choose google forms because it makes it easier to distribute the questionnaire more quickly when the researcher shares the link of the google form with the question written on it to the respondents. The question displayed on the google form can be read by anyone who gets the link, but the answer marked by the respondent will be secret because only researchers can know it. This questionnaire was distributed specifically to first-year students of FHPK at Universiti Malaysia Kelantan to find out their experiences with the stress they face.

In addition, this questionnaire contains a nominal scale which is for Part A that focuses on the demographic profile of respondents. Typically, this measurement only applies to variables without numerical values or with non-numeric variables (Rennemeyer, 2019). There are seven questions in it.

Next, the researcher also uses the Likert scale for Part B which is the dependent variable, and Part C consists of the three independent variables for this study including the academic, family issues, and peer pressure factors. Moreover, each part contains ten

questions and the total question for this Likert scale questionnaire is 40 questions. Since the answers on a Likert scale questionnaire span from Strongly Agree to Strongly Disagree, the researcher is utilizing one in this section to get a fuller picture of the respondents' perspectives. Additionally, the Likert scales offer a midpoint, either agree or disagree or neutral, for people who have no opinion on the issue (Bhandari, 2020).

Table 3.6 The five points Likert scales

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3.7 RESEARCH INSTRUMENTATION

Arip et al., 2019 found that the Student Stress Inventory (SSI) will be used to measure a university student's level of stress. This type of measuring was commonly used to assess environmental factors, interpersonal relationships, academic stress, and physical stress among university students. Researchers chose the SSI version 2019 because it is a well-prepared instrument and has been utilized frequently by numerous researchers to assess the degree of students' stress states. Thus, there are not less than 24 researchers using the SSI to determine the stress levels among students including Popa-Velea et al., 2021; Itsna Mildaeni et al., 2021; Martínez-Fernández et al., 2021; Muliani et al., 2020; Omar et al., 2020; Aziz et al., 2022; Ruqayat & Owoyemi, 2019; Lemay et al., 2019; Hamaideh, 2021; Ali et al., 2021; Man et al., 2021; Quansah et al., 2022; Nadiah et al., 2022; Wee et al., 2021; Mok & Tan, 2019; Dana & Siaw, 2019; Hadiya, 2020; Patel & Hadiya, 2020; Tan, 2019; Bajaj & Kaur, 2020; Dawood et al., 2022; Ashraf et al., 2021; Mahdaviseresht, 2020; Kamaruddin, 2021; Shetty, Kamath, & Nalini, 2022.

In addition, the SSI questionnaire is divided into four subscales, each of which has 10 items: physical, interpersonal, academic, and environmental factors. There are 10 questions for each subscale. Each of those 40 descriptive sentences, such as "I feel scared being at the insecure place," asked participants to rate "how they felt or behaved over this semester." In terms of the score, the SSI was constructed using an ordinal scale with 1 denoting "Never," 2 denoting "Somewhat frequent," 3 denoting "Frequent," and 4 denoting "Always." The 40 questions are scored with a maximum of 4 Likert scales.

According to the SSI's score analysis and interpretation, people with scores between 40 and 80 indicated mild stress, those between 81 and 121 indicated stress, and

those between 122-160 indicated severe stress. On the other hand, good coping skills, an optimistic attitude, a high degree of efficacy, excellent interpersonal interactions, and adaptability in a pristine environment are all indicators of mild stress. In the meantime, a moderate stress score denotes having a prominent level of efficacy, a high level of efficacy mindset, average interaction with others in a different setting, and partial adaptability. Thus, a high degree of efficacy, poor attitude, poor coping skills, difficulties interacting with others, and an inability to adjust are all indicators of severe stress. This can result in serious health problems in a new setting. Furthermore, the findings of the validation trials showed that the SSI questionnaire had good content validity, scoring an overall 0.805. Meanwhile, the total coefficient of reliability for the SSI was extremely high also which is at 0.857. As a result, the coefficient value was high since the researchers discovered that a measure has sufficient inter-item reliability when the alpha Cronbach's alpha coefficient exceeds 0.70 percent (Arip et al. 2019).

3.8 DATA ANALYSIS

According to Kelley (2020), research data analysis is a technique used by researchers to restructure data into a story and analyze it to get up-to-date information. As a result, the data analysis process helps divide a large amount of data into understandable chunks. This data analysis also aims to identify factors or other aspects that can provide insight into the meaning of the research question. Moreover, researchers can explore the relationship between proposed dependent variables and study independent variables by analyzing data (Bhandari, 2020).

In this study, descriptive statistics are used to characterize the data and describe its essential characteristics. Descriptive statistics, according to Gupta et al. (2019), provide straightforward descriptions of the sample and the measures. Measures of central tendency and dispersion are also used to characterize quantitative data. Finding the central tendency measurements and statistical techniques for data analysis for continuous data requires doing a normality test, which is a critical step. In addition, normality tests are employed to compare the groups when the data have a normal distribution; otherwise, unstructured techniques are applied.

On the other hand, the tool utilized to evaluate the data is statistical software, commonly known as version 26.0 of the Statistical Package for Social Science (SPSS). However, the statistical analysis software SPSS aids researchers in selecting the most suitable statistical techniques (William, 2022). Statistics like valid percentages and accumulated percentages will be derived from the SPSS data. For the overall evaluation of the data, the researchers have used a straightforward descriptive analysis. A single variable is considered at a time while calculating a frequency distribution. The purpose is

to count how many responses there are to a given question with various values of one variable and to express this count as a percentage.

Then, the researchers also use Pearson's Correlation in this study. Correlation is to identify both the independent and dependent variables and is a test to show whether there is a relationship between both variables. The likelihood (p-value) that the link between the two variables is equal to zero is thus shown by the correlation coefficients (null hypotheses; no relationship). In contrast, strong correlations have low p-values because it is unlikely that they are unrelated. However, the researcher is free to choose the p-value. In the social sciences, the p-value at which a correlation will be considered statistically significant is normally less than 0.05., the level of significance required for a correlation to be considered statistical (Jaadi, 2019).

Table 3.8.1 Pearson Correlation Strength

Correlation Coefficient	Strength Relationship
± 0.90 to ± 1.00	Very Strong
± 0.70 to ± 0.89	Strong
± 0.40 to ± 0.69	Moderate
± 0.20 to ± 0.39	Weak
± 0.001 to ± 0.19	Very Weak
0	No correlation

Besides that, the researcher utilized Cronbach's alpha to assess the accuracy of the questionnaire results and the quality of the output. Both dependent and independent

variables were studied based on Cronbach's alpha coefficient. The table below shows the interaction frequency in relation to the Cronbach Alpha coefficient scale.

Table 3.8.2 Cronbach's Alpha Coefficient Scale

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Glen, 2014

3.9 Pilot Study

According to Lowe (2019), a pilot study is a confined feasibility study that aims to evaluate several methodologies anticipated for a larger, more thorough, or confirmatory investigation. To avoid the formation of a fatal flaw costly in terms of both time and money study, a pilot study is conducted rather than attempting to address a specific research topic.

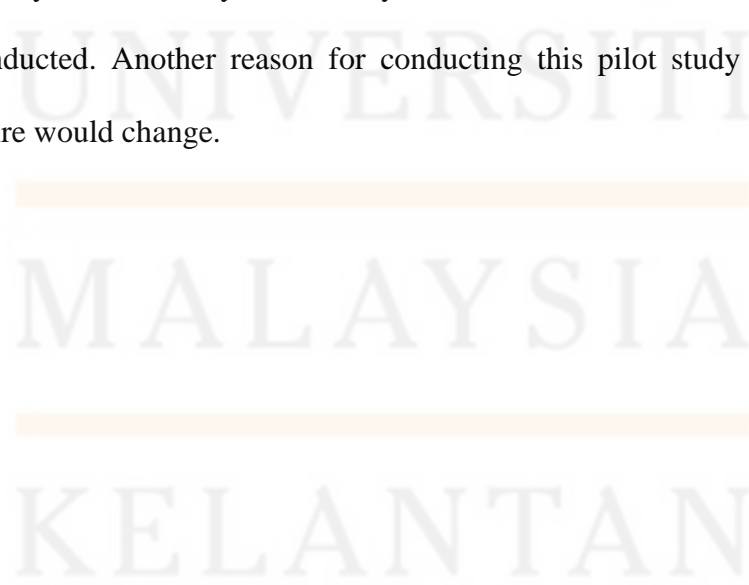
A pilot study with 130 respondents was carried out for the study Factors Affecting Stress Among First-Year Students of the Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The 127 respondents are first-year students Fakulti Keusahawanan & Perniagaan (FKP) at Universiti Malaysia Kelantan representing fifty percent of the total 254 sample size in this study. In addition, the researcher used the respondents because the students' characteristics closely matched those of the population used for the study. Hence, a google form was utilized by the researcher to disseminate it to first-year FKP students at Universiti Malaysia Kelantan both online and physically by going to Kolej Kediaman Kampus Kota. Moreover, this pilot study also had the goal of evaluating the survey's suitability and the instrument's reliability.

The results of the pilot study analysis data were assessed using Cronbach Alpha to see whether the relationships between the two variables were realistic which employed software version 26.0 of the Statistical Package for Social Science (SPSS). Therefore, the table below displays the result of this pilot test.

Table 3.9 The Result of Cronbach Alpha for Pilot Test

Variable	No. of items	Cronbach Alpha	Explanation
Stress	10	0.872	Good
Academic	10	0.914	Excellent
Family Issues	10	0.837	Good
Peer Pressure	10	0.896	Good

The alpha coefficient for the independent variable, stress, was .872, indicating that the item had relatively high internal consistency. The academic factor reflects a high Cronbach's alpha value compared to the Cronbach's alpha values of other factors for this pilot study which is .914. Meanwhile, Cronbach's alpha value for family issues shows .837, and peer pressure is .896. Thus, a pilot study is crucial because it can influence the overall validity and reliability of the study as well as the ease with which the final study can be conducted. Another reason for conducting this pilot study was to see if the questionnaire would change.



3.10 SUMMARY

This chapter discusses the study's methodology, including the demographic, sample size, and sampling technique employed as well as the research strategy. For this study, methodology such as quantitative methodology has been applied. This study aims to collect data by using a questionnaire technique. Then the analysis will be made after obtaining the data of this study. Secondary data collection is from articles that are from different journals. The goal of this search is so that the researcher can obtain more information that is still relevant and suitable for this study. In achieving the three main objectives of this study, beneficial information was obtained from this data. Chapter 3 also explained the study instrument. Therefore, the discussion on results of the data analysis will be discussed in Chapter 4.

CHAPTER 4

RESULT AND DISCUSSION

4.1 INTRODUCTION

This chapter highlights the pattern and analysis of results relevant to the study's research objectives. A total of 46 questionnaires were provided to 260 first-year students at Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. Hence, all data obtained from respondents was evaluated. The findings of the analyses are reported in four sections: descriptive analysis, reliability test, and inferential analysis. The conclusions of this study were addressed at the end of this chapter.

4.2 RESULTS OF DESCRIPTIVE ANALYSIS

Data of descriptive analysis obtained from Part A in the questionnaire where demographic variables include gender, age, marital status, ethnicity, course, and stress experienced by first-year students of Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

Table 4.1 Socio-Demographic Characteristic

No	Socio Characteristic	Frequency	Percentage (%)
1 Gender	Male	98	37.7
	Female	162	62.3
2 Age	18 – 21 years old	205	78.8
	22 – 24 years old	49	18.8
	25 years old and above	6	2.3
3 Marital Status	Single	253	97.3
	Married	7	2.7
4 Ethnicity	Malay	154	59.2
	Chinese	38	14.6
	Indian	55	21.2
	Other	13	5.0
5 Course	SAH	69	26.5
	SAP	95	36.5
	SAS	96	36.9

6 Stress	Never	32	12.3
	Seldom	120	46.2
	Frequent	88	33.8
	Very often	20	7.7

Table 4.1 depicts the results of the socio-demographic characteristics of the 260 total respondents. This study focuses on first-year students of Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) at Universiti Malaysia Kelantan, and the majority of respondents were 162 respondents of female (62.3%) while the male respondent was 98 with 37.7%. As for the results of the age of the respondents, 18-21 years old recorded a total of 205 respondents with 78.8%. While respondents aged between 22 - 24 years showed a frequency of 49 respondents (18.8%). Furthermore, respondents aged 25 years and above indicated 6 people (2.3%). The data on the respondents' marital status shows that the majority of single respondents answered this questionnaire, which is 253 people (97.3%) and 7 people (2.7%) who are married. Next, the majority of Malays responded to this survey, with a total of 154 people (59.2%), followed by Indians 55 people (21.2%). Meanwhile, the Chinese showed 38 respondents answering this survey with 14.6% of and other races as many as 13 respondents (5.0%). For the respondent data from the costs found in the FHPK shows a total of 69 respondents from the Ijazah Sarjana Muda (Hospitaliti) Dengan Keahlian (SAH) course shows 69 respondents (26.5%), the Ijazah Sarjana Muda Pelancongan) Dengan Keahlian (SAP) course shows 95 respondents (36.5%) and lastly from the Ijazah Sarjana Muda (Kesejahteraan) Dengan Keahlian (SAS) course showed a total of 96 respondents with 37.9%. Finally, stress experienced by first-year students showed never as many as 32

respondents (12.3%), rarely as many as 120 respondents (46.2%), often as many as 88 respondents (33.8%), and very often as many as 20 respondents (7.7%).

4.2.1 Total Mean Score and Standard Deviation of Academic Factor.

Table 4.2 Total Mean Score and Standard Deviation of Academic Factor

Items	N	Mean	Std. Deviation
Academic 1	260	3.36	1.255
Academic 2	260	3.04	1.100
Academic 3	260	3.47	1.144
Academic 4	260	3.33	1.121
Academic 5	260	3.27	1.107
Academic 6	260	3.15	1.088
Academic 7	260	2.95	1.145
Academic 8	260	3.24	1.144
Academic 9	260	3.41	1.110
Academic 10	260	3.20	1.086
Total		3.25	0.965

Table 4.2 presented the independent variable mean and standard deviation which is the academic factor. Academic 1 has a mean of 3.36 and 1.255 of the standard deviation. Academic 2 has a mean of 3.04 and 1.100 of the standard deviation. Academic 3 has a mean of 3.47 and 1.144 of the standard deviation. Academic 4 has a mean of 3.33

and 1.121 of the standard deviation. Academic 5 has a mean of 3.27 and 1.107 of the standard deviation. Academic 6 has a mean of 3.15 and 1.088 of the standard deviation. Academic 7 has a mean of 2.95 and 1.145 of the standard deviation. Academic 8 has a mean of 3.24 and 1.144 of the standard deviation. Academic 9 has a mean of 3.41 and 1.110 of the standard deviation. Finally, academic 10 has a mean of 3.20 and 1.086 of the standard deviation.

4.2.2 Total Mean Score and Standard Deviation of Family Issue Factor.

Table 4.3 Total Mean Score and Standard Deviation of Family Issue Factor.

Items	N	Mean	Std. Deviation
Family Issue 1	260	1.84	1.106
Family Issue 2	260	1.97	1.074
Family Issue 3	260	1.84	1.048
Family Issue 4	260	2.08	1.098
Family Issue 5	260	1.94	1.078
Family Issue 6	260	2.30	1.193
Family Issue 7	260	2.52	1.284
Family Issue 8	260	2.94	1.439
Family Issue 9	260	1.92	1.055
Family Issue 10	260	1.96	1.039
Total		1.97	0.977

Table 4.3 presented the independent variable mean and standard deviation which is the family issue factor. Family issue 1 has a mean of 1.84 and 1.106 of the standard deviation. Family issue 2 has a mean of 1.97 and 1.074 of the standard deviation. Family issue 3 has a mean of 1.84 and 1.048 of the standard deviation. Family issue 4 has a mean of 2.08 and 1.098 of the standard deviation. Family issue 5 has a mean of 1.94 and 1.078 of the standard deviation. Family issue 6 has a mean of 2.30 and 1.193 of the standard deviation. Family issue 7 has a mean of 2.52 and 1.284 of the standard deviation. Family issue 8 has a mean of 2.94 and 1.439 of the standard deviation. Family issue 9 has a mean of 1.92 and 1.055 of the standard deviation. Lastly, family issue 10 has a mean of 1.96 and 1.039 of the standard deviation.

4.2.3 Total Mean Score and Standard Deviation of Peer Pressure Factor.

Table 4.4 Total Mean Score and Standard Deviation of Peer Pressure Factor.

Items	N	Mean	Std. Deviation
Peer Pressure 1	260	3.45	1.292
Peer Pressure 2	260	3.09	1.350
Peer Pressure 3	260	2.98	1.300
Peer Pressure 4	260	3.17	1.321
Peer Pressure 5	260	3.12	1.336
Peer Pressure 6	260	2.92	1.428
Peer Pressure 7	260	2.81	1.375
Peer Pressure 8	260	3.22	1.318
Peer Pressure 9	260	3.22	1.343

Peer Pressure 10	260	3.22	1.312
Total		3.10	1.257

Table 4.4 presented the independent variable mean and standard deviation which is the peer pressure factor. Peer pressure 1 has a mean of 3.45 and 1.292 of the standard deviation. Peer pressure 2 has a mean of 3.09 and 1.350 of the standard deviation. Peer pressure 3 has a mean of 2.98 and 1.300 of the standard deviation. Peer pressure 4 has a mean of 3.17 and 1.321 of the standard deviation. Peer pressure 5 has a mean of 3.12 and 1.336 of the standard deviation. Peer pressure 6 has a mean of 2.92 and 1.429 of the standard deviation. Peer pressure 7 has a mean of 2.81 and 1.375 of the standard deviation. Peer pressure 8 has a mean of 3.22 and 1.318 of the standard deviation. Peer pressure 9 has a mean of 3.22 and 1.343 of the standard deviation. Lastly, peer pressure 10 has a mean of 3.22 and 1.257 of the standard deviation.

4.2.4 Total Mean Score and Standard Deviation of Stress.

Table 4.5 Total Mean Score and Standard Deviation of Stress.

Items	N	Mean	Std. Deviation
Stress 1	260	3.17	1.279
Stress 2	260	2.94	1.197
Stress 3	260	3.02	1.195
Stress 4	260	3.12	1.235
Stress 5	260	2.97	1.225
Stress 6	260	2.99	1.149

Stress 7	260	3.14	1.147
Stress 8	260	3.18	1.171
Stress 9	260	3.16	1.133
Stress 10	260	3.14	1.197
Total		3.10	0.965

Table 4.5 presented the dependent variable mean and standard deviation which is the stress. Stress 1 has a mean of 3.17 and 1.279 of the standard deviation. Stress 2 has a mean of 2.94 and 1.197 of the standard deviation. Stress 3 has a mean of 3.02 and 1.195 of the standard deviation. Stress 4 has a mean of 3.12 and 1.235 of the standard deviation. Stress 5 has a mean of 2.97 and 1.225 of the standard deviation. Stress 6 has a mean of 2.99 and 1.149 of the standard deviation. Stress 7 has a mean of 3.14 and 1.147 of the standard deviation. Stress 8 has a mean of 3.18 and 1.171 of the standard deviation. Stress 9 has a mean of 3.16 and 1.133 of the standard deviation. Lastly, stress 10 has a mean of 3.14 and 1.197 of the standard deviation.

4.2.5 Academic Factor

Table below shows the interpretation of the percentage, frequency, mean score, and standard deviation of the participants based on items of academic factor (n=260).

Table 4.6 Feedback of respondents on the academic factor.

STATEMENT						MEAN
	1	2	3	4	5	SD
1. I have a financial problem because of the expenses of the university	27 10.4%	37 14.2%	67 25.8%	73 28.1%	56 56%	3.36 (1.255)
2. I find it difficult to juggle time between study and social activity.	27 10.4%	49 18.8%	93 35.8%	69 26.5%	22 8.5%	3.04 (1.100)
3. I feel nervous about delivering the class presentation.	18 6.9%	31 11.9%	74 28.5%	85 32.7%	52 20%	3.47 (1.144)
4. I feel stressed as the submission deadline neared.	21 8.1%	32 12.3%	87 33.5%	81 31.2%	39 15%	3.33 (1.121)
5. I feel stressed to sit for	24	31	85	90	30	3.27

the examination.	9.2%	11.9%	32.7%	34.6%	11.5	1.107)
6. I find it difficult to juggle time between study and society involvement.	24 9.2%	41 15.8%	92 35.4%	79 30.4%	24 9.2%	3.15 (1.088)
7. I lost interest in courses.	37 14.2%	43 16.5%	97 37.3	61 23.5	22 8.5	2.95 (1.145)
8. I feel burdened by academic workloads.	26 10.0%	35 13.5%	83 31.9%	83 31.9%	33 12.7%	3.24 (1.144)
9. I feel stressed dealing with a difficult subject.	23 8.8%	22 8.5%	77 29.6%	101 38.8%	37 14.2%	3.41 (1.110)
10. I feel difficult in managing my academic problem.	25 9.6%	32 12.3%	94 36.2%	84 32.3%	25 9.6%	3.20 (1.086)

Table 4.6 shows the result of the mean score and standard deviation of the academic factor. The item of academic 9 (I feel stressed dealing with a difficult subject) has the greatest mean score ($M=3.41$, $SD=1.110$). However, the item of academic 7 (I lost interest in courses) shows the lowest mean score ($M= 2.95$, $SD=1.145$).

4.2.6 Family Issue Factor

Table below shows the interpretation of the percentage, frequency, mean score, and standard deviation of the participants based on items of family issue factor (n=260).

Table 4.7 Feedback of respondents on the family issue factor.

STATEMENT						MEAN
	1	2	3	4	5	SD
1. My families are not supportive.	141	52	42	17	8	1.84
	54.2%	20.0%	16.2%	6.5%	3.1%	1.106
2. I had trouble with my siblings.	119	57	62	16	6	1.97
	45.8%	21.9%	23.8%	6.2%	2.3%	1.074
3. My parents frequently argue at home.	138	50	50	19	3	1.84
	53.1%	19.2%	19.2%	7.3%	1.2%	1.048
4. My parents regularly make comparisons to other people.	101	73	57	21	8	2.08
	38.8%	28.1%	21.9%	8.1%	3.1%	1.098
5. I have been arguing more with my parents.	124	57	56	17	6	1.94
	47.7%	21.9%	21.5%	6.5%	2.3%	1.078
6. My family and I have financial difficulties.	87	66	61	34	12	2.30
	33.5%	25.4%	23.5%	13.1%	4.6%	1.193

7. My parents expecting too much of me.	76	56	65	42	21	2.52
	29.2%	21.5%	25.0%	16.2%	8.1%	1.284
8. I feel so bad if I don't measure up to my parent's expectations.	53	61	50	40	56	2.94
	20.4%	23.5%	19.2%	15.4%	21.5%	1.439
9. I am treated like a helpless person by my family.	123	61	54	17	5	1.92
	47.3%	23.5%	20.8%	6.5%	1.9%	1.055
10. I never had the freedom to choose in my life because my parents always made decisions for me.	116	64	57	20	3	1.96
	44.6%	24.6%	21.9%	7.7%	1.2%	1.039

Table 4.7 shows the result of the mean score and standard deviation of the family issue factor. The item of family issue 7 (I feel so bad if I don't measure up to my parent's expectations) has the greatest mean score ($M=2.94$, $SD=1.439$). However, the item of family issues 1 and 3 show the same lowest mean score but different standard deviations (My families are not supportive) ($M=1.84$, $SD=1.106$) and (My parents frequently argue at home) ($M= 1.84$, $SD=1.048$).

4.2.7 Peer Pressure Factor

Table below shows the interpretation of the percentage, frequency, mean score, and standard deviation of the participants based on items of peer pressure factor (n=260).

Table 4.8 Feedback of respondents on the peer pressure factor.

STATEMENT	MEAN					SD
	1	2	3	4	5	
1. I have friends that influence how I think.	25 9.6%	37 14.2%	66 25.4%	60 23.1%	72 27.7%	3.45 1.292
2. I make decisions based on peer pressure.	44 16.9%	43 16.5%	68 26.2%	55 21.2%	50 19.2%	3.09 1.350
3. I follow what my peers are telling me to do.	46 17.7%	46 17.7%	71 27.3%	60 23.1%	37 14.2%	2.98 1.300
4. I experience stress because my peers avoid me.	42 16.2%	36 13.8%	65 25.0%	71 27.3%	46 17.7%	3.17 1.321
5. I miss home because of my peer's pressure.	46 17.7%	34 13.1%	70 26.9%	64 24.6%	46 17.7%	3.12 1.336
6. My friends pressure me to act in a harmful way.	65 25.0%	33 12.7%	66 25.4%	49 18.8%	47 18.1%	2.92 1.428

7. I am stressed out because one of my friends convinced me to skip class.	68	35	70	52	35	2.81
	26.2%	13.5%	26.9%	20.0%	13.5%	1.375
8. I act differently when I am with my friends than when I'm at home.	43	27	68	75	47	3.22
	16.5%	10.4%	26.2%	28.8%	18.1%	1.318
9. I am stressed out because my friend talks behind me and betrays me.	43	27	74	61	55	3.22
	16.5%	10.4%	28.5%	23.5%	21.2%	1.343
10. I am anxious because I let a friend to steal my work, and I'm concerned that my lecturer will find out.	42	27	72	71	48	3.22
	16.2%	10.4%	27.7%	27.3%	18.5%	1.312

Table 4.8 shows the result of the mean score and standard deviation of the peer pressure factor. The item of peer pressure 7 (I have friends that influence how I think) has the greatest mean score ($M=3.45$, $SD=1.292$). However, item of peer pressure 5 (I am stressed out because one of my friends convinced me to skip class) has the lowest mean score ($M=2.81$, $SD=1.375$).

4.2.8 Stress

Table below shows the interpretation of the percentage, frequency, mean score, and standard deviation of the participants based on items of stress (n=260).

Table 4.9 Feedback of respondents on the stress.

STATEMENT	MEAN					SD
	1	2	3	4	5	
1. I find it hard to keep calm.	34 13.1%	43 16.5%	78 30.0%	56 21.5%	49 18.8%	3.17 (1.279)
2. I tend to overreact to a situation.	39 15.0%	50 19.2%	86 33.1%	58 22.3%	27 10.4%	2.94 (1.197)
3. I think I am too nervous.	39 15.0%	38 14.6%	88 33.8%	68 26.2%	27 10.4%	3.02 (1.195)
4. I get restless easily.	33 12.7%	48 18.5%	71 27.3%	71 27.3%	37 14.2%	3.12 (1.235)
5. I find it hard to relax.	38 14.6%	50 19.2%	87 33.5%	51 19.6%	34 13.1%	2.97 (1.225)
6. I cannot accept anything that stops me from continuing what I'm doing.	31 11.9%	52 20.0%	92 35.4%	58 22.3%	27 10.4%	2.99 (1.149)

7. I am easily offended.	24	50	85	68	33	3.14
	9.2%	19.2%	32.7%	26.2%	12.7%	(1.147)
8. I feel loaded down with responsibility.	27	41	85	71	36	3.18
	10.4%	15.8%	32.7%	27.3%	13.8%	(1.171)
9. I'm easily feel discouraged.	26	41	89	74	30	3.16
	10.0%	15.8%	34.2%	28.5%	11.5%	(1.133)
10. I have not enough time for myself.	26	55	73	69	37	3.14
	10.0%	21.2%	28.1%	26.5%	14.2%	(1.197)

Table 4.9 shows the result of the mean score and standard deviation of stress. The item of stress 8 (I have friends that influence how I think) has the greatest mean score ($M=3.18$, $SD=1.171$). However, item of stress 2 (I tend to overreact to a situation) has the lowest mean score ($M=2.94$, $SD=1.197$).

4.3 RESULTS OF RELIABILITY TEST

According to Frost (2022), the reliability of surveys with several Likert scale questions is assessed using Cronbach's alpha tests. It also measures agreement on a standardized 0 to 1 scale. A value of zero implies that there is no correlation between the components. Furthermore, high Cronbach's alpha values imply that participants' responses to a series of questions are consistent over time. In contrast, low scores suggest that the set of items does not dependably assess the same concept.

Table 4.10 Reliability Analysis for Academic

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	10

Table 4.10 shows the reliability analysis for academics. Cronbach's Alpha coefficient indicates the value is 0.920. Consequently, the questionnaire is reliable and can be used in the study.

Table 4.11 Reliability for Family Issues

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	10

Table 4.11 shows the reliability analysis for family issues. Cronbach's Alpha coefficient indicates the value is 0.903. Consequently, the questionnaire is reliable and can be used in the study.

Table 4.12 Reliability of Peer Pressure

Reliability Statistics	
Cronbach's Alpha	N of Items
.954	10

Table 4.12 shows the reliability analysis for peer pressure. Cronbach's Alpha coefficient indicates the value is 0.954. Consequently, the questionnaire is reliable and can be used in the study.

Table 4.13 Reliability Analysis for Stress

Reliability Statistics	
Cronbach's Alpha	N of Items
.922	10

Table 4.13 shows the reliability analysis for stress. Cronbach's Alpha coefficient indicates the value is 0.954. Consequently, the questionnaire is reliable and can be used in the study.

Table 4.14 Reliability Statistic for Dependent Variables and Independent Variables

Variables	Cronbach's Alpha	No. of Items
Academic	.920	10
Family issues	.903	10
Peer pressure	.954	10
Stress	.922	10

Table 4.14 shows the reliability analysis results for all variables which are 0.920, 0.903, 0.954, and 0.922. Overall, the alpha values for the variables were excellent. Therefore, the pilot study that was conducted before helped influence the overall validity and reliability of the study.

4.4 RESULTS OF INFERENCE ANALYSIS

According to Calvello (2020), inferential statistical analysis will be utilized to draw conclusions. It enables researchers to infer or deduce structures about a wider population based on the samples that are evaluated. For the research of Factors Affecting Stress Among First-year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) basically analyzes data from a 260 sample and then draws conclusions about a wider population which is the first-year students of FHPK Universiti Malaysia Kelantan.

On the other hand, this study employs correlation analysis, which is used to determine the degree to which two variables are reliant on one another. Thus, this study simply determines the strength of the relationship between independent and dependent variables along with whether their correlation is strong or weak.

Table 4.15 Overall of Factors Affecting Stress Among First-Year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

CORRELATIONS

		Academic	Family Issues	Peer Pressure	Stress
Academic	Pearson Correlation	1	.199**	.572**	.624**
	Sig. (2-tailed)		.001	.000	.000
	N	260	260	260	260

Family Issues	Pearson Correlation	.199**	1	.241**	.155*
	Sig. (2-tailed)	.001		.000	.013
	N	260	260	260	260
Peer Pressure	Pearson Correlation	.572**	.241**	1	.598**
	Sig. (2-tailed)	.000	.000		.000
	N	260	260	260	260
Stress	Pearson Correlation	.624**	.155*	.598**	1
	Sig. (2-tailed)	.000	.013	.000	
	N	260	260	260	260

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.16 Results of Pearson Correlation between the Variables

		Academic	Family Issues	Peer Pressure	Stress
Academic	Pearson Correlation	1	.199**	.572**	.624**
Family Issues	Pearson Correlation	.199**	1	.241**	.155*
Peer Pressure	Pearson Correlation	.572**	.241**	1	.598**
Stress	Pearson Correlation	.624**	.155*	.598**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.4.1 Ho1: There is a significant relationship between stress and academic factor affecting stress among first-year students at Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

Table 4.17 Stress and Academic Factor Affecting Stress Among First-Year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

		STRESS
	Pearson Correlation	.624**
ACADEMIC	Sig. (2-tailed)	.000
	N	260

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.17 outlines the association between stress and academic factor. The results indicate that the academic component has a significant value of less than 0.05, and when the p value is less than 0.05, researchers accept the alternative hypothesis instead of the null hypothesis. This demonstrates that there is a significant relationship between academic factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The Pearson Correlation coefficient of 0.624 indicates a moderate association between stress and an academic component.

4.4.2 Ho2: There is a significant relationship between stress and family issues factor affecting stress among first-year students at Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

Table 4.18 Stress and Family Issues Factor Affecting Stress Among First-Year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

		STRESS
	Pearson Correlation	.155*
FAMILY ISSUES	Sig. (2-tailed)	.013
	N	260

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.18 depicts the association between stress and the family concerns component. According to the findings, the significant value for the family concerns component is 0.013, which is less than 0.05, and when the p is less than 0.05, researchers reject the null hypothesis and accept the alternative hypothesis. This proves that there is a significant relationship between academic factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The Pearson Correlation of 0.115 indicates that the association between stress and family troubles is quite poor.

4.4.3 Ho3: There is a significant relationship between peer pressure factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

Table 4.19 Stress and Peer Pressure Factor Affecting Stress Among First-Year Students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

		STRESS
	Pearson Correlation	.598**
PEER PRESSURE	Sig. (2-tailed)	.000
	N	260

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.19 presents the association between stress and peer pressure. The results show that peer pressure has a significant value of less than 0.05, showing that the association is very significant, and that the p value is less than 0.05, indicating that the researchers accept the alternative hypothesis and reject the null hypothesis. This demonstrates that there is a significant relationship between peer pressure factors and the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The Pearson Correlation of 0.598 indicates that stress and peer pressure have a modest association.

4.5 DISCUSSION BASED ON OBJECTIVE

The objective of this discussion is to look into the link between academic, family issues, and peer pressure elements and stress among first-year students at Fakulti Hospitaliti, Pelancongan, and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The study's key findings reveal that academic, family issues, and peer pressure had a significant association with stress in this study. Subsequently, the previous research showed a significant relationship between academic, family, and peer pressure with stress.

Additionally, according to the Pearson Correlation value of this study, the family issue factor has a very weak correlation with stress, although academic and peer stress scores are moderate in terms of strength of correlation with stress. Therefore, the order of moderate correlation strength is preceded by the academic factor, then the peer pressure factor, and finally the family issue factor in this study ($0.155 < 0.598 < 0.624$).

4.6 SUMMARY

The objectives of the study are to determine the Factors Affecting Stress Among First-Year Students at Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The respondents that were involved in this study were 260. Respondents are students from the first year of FHPK from the fields of SAH, SAP, and SAS. The total of female respondents was 162 and 98 respondents were male. The age range of respondents is between 18 years and above. According to the result, 253 respondents are single while the total of married respondents is 7. The total majority of respondents for this study are Muslims, which are 154 respondents, while 38 respondents are from the Chinese religion, Indian religion has 55 respondents and 13 more respondents from other religions, namely Bumiputera. There are 69 respondents from SAH, respondents from SAP are 95 respondents and a total of 96 respondents from SAS. In terms of feeling stress, there are 32 respondents who never feel stress, 120 respondents who seldom feel stress, 88 respondents who frequently feel stress, and 20 respondents who very often feel stress.

According to the hypotheses tested, there is a connection between stress and academic factors, a connection between stress and family issues, and a connection between stress and peer pressure factors that Affecting Stress Among First-Year Students Fakulti Hospitality, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

This chapter covers a recapitulation of the conclusions from the preceding analysis. Aside from that, this chapter discusses and explains the limits and recommendations for further research.

More importantly, the objective of this study is to ascertain the relationship between stress and academic, family issues, and peer pressure factors in first-year students of Universiti Malaysia Kelantan's Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK). Consequently, the Statistical Package for the Social Sciences (SPSS) version 26.0 was used to examine the data that had been gathered.



5.2 RECAPITULATION OF THE FINDINGS

5.2.1 The relationship between academic factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

The Pearson Correlation test results reveal that there is a significant relationship between academic factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan ($p=0.000$). Based on the findings, the Pearson Correlation is 0.624 shows a moderate relationship between stress and academic factor.

According to Emmanuel Brobbey (2020), a study on The Impact of Stress on the Academic Performance of Students at The University of Cape Coast, School of Business found a substantial association between academic stress and academic performance. However, according to other survey findings, students believe that academic stress has a substantial influence on their performance. Next, according to journal research on The Level of Stress among College Students: A Case in the College of Education, Eritrea Institute of Technology (Siraj et al., 2019), there is a favorable association between stress levels and student academic performance. Not only that, but Tihamiyu, Kamoru, AbidoyOduwaiye, Yahaya, and Ahmadi (2018) observed that students' academic performance is moderate owing to high levels of stress impacting their ability to achieve their goals.

Apart from that, according to the results of the academic factors questionnaire, the majority of the respondents choose "I feel nervous about delivering the class

presentation”. The researchers refer to this as students' fear over their own performance during a speech, which can involve fear of their own memory of knowledge or their incapacity to retain presentation content when giving a speech (LeFebvre, LeFebvre, & Allen 2018). Therefore, the majority of respondents think that class presentations make them nervous because of several factors such as fear of being the center of attention, not being able to do presentations, and so on.

Furthermore, at the 0.05 level of significance, the hypothesis of the research on Perceived Academic Stress among Undergraduate Students in Nigerian Universities was tested. The study's findings show that there is a significant difference at the 0.05 level, and the null hypothesis is rejected, showing that students' perceptions of academic stress differ across three faculties (Aihie & Ohanaka, 2019). As a result, further study has found a substantial association between academic aspects impacting stress among first-year FHPK students at Universiti Malaysia Kelantan.

5.2.2 The relationship between family issue factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

The Pearson Correlation test results reveal that there is a significant relationship between stress and family issues with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan ($p=0.013$). The findings show that there is a very weak correlation coefficient of 0.155. This means that issues with the family, like how unsupportive my family is and do you parents frequently stay at home, do not cause students to experience a lot of stress. According to Thomas (2019), only a minority of first-year students at the University of St. Andrews has been stressed by family issues. But other family issues put students under a lot of pressure. It has been established that family concerns include difficulties in family members' emotional expression, lack of respect among family members, and a lack of confidence in the parent-child relationship (Mohd Al-Qudah, 2016).

According to respondents in the questionnaire, the majority of respondents stated that I feel very sad if I do not meet their parents' expectations in academics and life. Despite this, the majority of respondents reported stress brought on by issues with siblings and parental arrangements. According to a prior study, parental favouritism and disfavoritism of children have an impact on sibling relationships and depression (Gilligan & Nam, 2018; Jensen & Birdit, 2019). Adults in midlife may benefit especially from the stress and support of intergenerational ties during challenging times of juggling family and work responsibilities (Thomas, 2018).

5.2.3 The relationship between peer pressure factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

The Pearson Correlation test results reveal that there is a significant relationship between peer pressure factors with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan ($p=0.000$). Based on the findings, there is a high positive with a correlation coefficient of 0.598.

According to *Delve Deep: The Negative and Positive Effects of Peer Pressure*, (2018) it has been demonstrated that what people believe is the most influential aspect in the decisions that students make. What counts most to students are the people around them, some of whom are directly related to them and others who are not, but whose opinions matter for whatever reason. It is proven in the results of the peer pressure questionnaire, the majority of respondents indicated “I have friends that influence how I think”.

Another study on *My Peers, my friend, and I: Peer Interactions and somatic complaints in Boys and Girls* by Jellesma et al., (2019) discovered students who were rejected or neglected by peers had significant levels of social anxiety. Similarly, most of the respondents stated that “I act differently when I am with my friends than when I’m at home”, “I am stressed out because my friend talks behind me and betrays me” and “I am anxious because I let a friend to steal my work”, and “I experience stress because my peers avoid me”. According to additional survey findings, students believe that peer pressure stress has a big impact on their behaviour.

Nevertheless, students make decisions based on peer pressure. Based on the journal *Peer Influences on Adolescent Decision Making* by Albert et al., (2020), students had made all of their decisions regarding intoxication while driving, extramarital affairs, and delinquency in the calm isolation of an experimenter's testing room, their choices would have likely appeared to be similarly risk-averse to those of their peers. According to the results of a recent follow-up experiment, peer observation affects students' decision-making even when the peer is anonymous and not physically present in the same room. However, that's where the problem lies, teenagers spend an extraordinary amount of time with other teenagers.

In addition, the majority of students are impacted by their friends while they are in university. This impact may be felt in terms of behavior, attitude, values, choices in dress, music, fashion, eating habits, etc. In a few instances, it is also possible to observe a strong peer pressure influence, which had a terrible and long-lasting impact on the person. Peer pressure is one of the main behavior contributing to problems or issues among students, including drug and alcohol misuse, smoking, depression, mental illness, dropout, suicide, and other concerns (Sahu, 2022).

Finally, there is a significant connection between peer pressure and stress; the urge to conform to what others are doing may be tremendous and difficult to resist. Therefore, someone may feel obligated to do something just because others do or claim to do it. Peer pressure may convince people to do things that are either relatively innocuous or have major consequences. According to the research discussed in previous parts, students' peer acceptance, capacity to form and sustain friendships, and engagement in social networks all contribute to their growth and general well-being (Gifford-Smith & Brownell, 2021).

5.3 LIMITATION

The limits of any study include potential errors related to financing, statistical model constraints, research design, or other variables. Constraints are external restrictions over which the researcher has little control, but they have an influence on the design of the investigation, the findings, and conclusions. For example, the researcher may only have access to a certain geographical location, limiting the reach of responses. These constraints should be acknowledged in the published work (Dimitrios Theofanidis et al., 2018).

There are various concerns and obstacles associated with generalizing assumptions derived during research that cannot be ignored if the study process is to function properly. Furthermore, when carrying out this study technique, it encountered the issue of generalizing results drawn from the analysis.

The first limitation faced by the researcher is the challenge of collecting questionnaire data. Although the data was obtained independently from the participants through an online application, generalizations should be made with caution (Piotr Dugosz & Liszka, 2021). It is also challenging for researchers to achieve accurate survey return rates in a short period. This is because respondents do not have free time to answer the questionnaire given. Hence, efficient time allocation is required to ensure the completion of this study (Shahid et al., 2020).

The second limitation encountered by the researcher while performing this research was the huge sample size. The sample size of the study of Factors Affecting Stress among First Year Students of Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. According to Mumtaz et al. (2020), a high

sample size would be likely including more than 100 entities. In many cases, large sample sizes have systematic biases or substantial quantities of missing information, including missing crucial variables. Thus, a high sample size can exaggerate the bias associated with a sampling or research design mistake (Kaplan et al., 2019).

The researcher's last limitation was the difficulty in assessing the data. They needed to evaluate and analyze data from the Statistical Package for the Social Sciences (SPSS) version 26.0. SPSS is a popular statistical analysis program used by social scientists all over the world, so researchers need to learn more and practice data analysis with it. In fact, it is one of the fastest at handling tasks like data processing and statistical operations. Additionally, its functions include data administration and documentation for statistical analysis (Rahman & Md. Golam Muktadir, 2021).

Finally, the researcher has realized that conducting an effective survey is challenging. This necessitates group members' dedication to the respondents. Undeniably, the most crucial thing is to never, deliberately, or accidentally, influence a respondent's ideas or replies.

5.4 RECOMMENDATION

Recommendation for further research includes following:

1. Distributes the questionnaire physically or face to face to collect data. This is because it is simpler to persuade responders to spend the time to complete the questionnaire. Furthermore, respondents cannot give inaccurate information throughout the inquiry, such as gender, age, or race. Incentives in online and mobile surveys may promote response falsification. Since individuals may input inaccurate demographic information to finish answering the questionnaire quickly.
2. The questions asked must use a language or reduce questions that are easier to understand. This is because the researcher has examined that there is a small number of respondents who do not understand the questions presented and choose not to answer. The questions that need to be submitted for future studies must be brief and related to a specific study.
3. Reduce the number of respondents for the target population. This is because the researcher took a long time to find respondents due to the relatively large number. The target population should be changed from the entire first-year students to the student population for each course, for example, a study of first-year students from a wellness course. This helps researchers obtain and analyze data easily.

5.5 SUMMARY

For all intents and purposes, the findings of this study demonstrate the factors affecting stress among first-year students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. The influential factors are the relationship between academic factors with stress, the relationship between family issues with stress, and the relationship between peer pressure with stress factors among first-year students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. As stated in Chapter 3, a total of 260 questionnaires were distributed to 260 respondents among UMK first-year (FHPK) students, it is from SAH, SAP, and SAS.

Furthermore, in Chapter 4, the survey questionnaire findings were analyzed using descriptive and inferential analysis. The Statistical Package for the Social Sciences (SPSS) software was used to examine the questionnaire data. The final results demonstrate a significant connection between academic, family issues, and peer pressure factors, which are independent variables that contribute to stress among first-year students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan. It demonstrates that academic and peer pressure are both positively and moderately associated to the first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan with correlation coefficients of 0.624 and 0.598 respectively. Although family issues have a positive but very low correlation related to first-year students Fakulti Hospitaliti, Pelancongan & Kesejahteraan (FHPK) at Universiti Malaysia Kelantan with only 0.155.

Lastly, the summary of the final findings based on data analysis, in which all three hypotheses (H1, H2, and H3) are claimed to have been accepted in this study. Not only that, the limitations and recommendations made over the course of this research also included those that could be applied to other research. Thus, it can be concluded that there is a significant correlation between academic, family issues, and peer pressure with the stress faced among first-year students of Fakulti Hospitaliti, Pelancongan and Kesejahteraan (FHPK) at Universiti Malaysia Kelantan.

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APPENDICES

FACTORS AFFECTING STRESS AMONG FIRST-YEAR STUDENTS FAKULTI HOSPITALITI, PELANCONGAN & KESEJAHTERAAN (FHPK) AT UNIVERSITI MALAYSIA KELANTAN.

Assalamualaikum and greeting. *Assalamualaikum dan salam sejahtera.*

Dear respondents, *Responden yang dihormati,*

We are students of Bachelor of Entrepreneurship (Wellness) with Honours at Universiti Malaysia Kelantan. As a partial fulfilment for completing our final year project, we are now conducting a survey for research entitled: **FACTORS AFFECTING STRESS AMONG FIRST-YEAR STUDENTS FAKULTI HOSPITALITI, PELANCONGAN & KESEJAHTERAAN (FHPK) AT UNIVERSITI MALAYSIA KELANTAN.** This questionnaire would take a few minutes of your valuable time to complete. Thank you for your time and effort in helping us with our research.

Kami adalah pelajar Ijazah Sarjana Muda Keusahawanan (Kesejahteraan) dengan Kepujian di Universiti Malaysia Kelantan. Sebagai pemenuhan separa untuk menyelesaikan projek tahun akhir kami, kami kini menjalankan kaji selidik untuk penyelidikan bertajuk: **FAKTOR-FAKTOR YANG MEMPENGARUHI STRES DALAM KALANGAN PELAJAR TAHUN SATU FAKULTI HOSPITALITI, PELANCONGAN DAN KESEJAHTERAAN (FHPK) DI UNIVERSITI MALAYSIA KELANTAN.** Soal selidik ini akan mengambil masa beberapa minit masa berharga anda untuk diselesaikan. Terima kasih atas masa dan usaha anda dalam membantu kami dengan penyelidikan kami

STUDENT STRESS INVENTORY (SSI)

PART A: Demographic details / *Maklumat demografi*

INSTRUCTIONS: Please indicate an empty place on your chosen answer.

ARAHAN: Sila tandakan tempat kosong pada jawapan pilihan anda

1. Gender / *Jantina*

Male / *Lelaki*

Female / *Perempuan*

2. Age / *Umur*

18 – 21 years / *umur*

22 – 24 years / *umur*

25 and above / *dan ke atas*

3. Marital status / *Status perkahwinan*

Single / *Bujang*

Married / *Berkahwin*

Others / *Lain - lain* (please state / *sila nyatakan*)

4. Ethnicity / *Etnik*

Malay / *Melayu*

Chinese / *Cina*

Indian / *India*

Others / *Lain - lain* (please state / *sila nyatakan*)

5. Course / *Kursus*

Bachelor of Entrepreneurship (Hospitality) with Honours – (SAH)

Bachelor of Entrepreneurship (Tourism) with Honours – (SAP)

Bachelor of Entrepreneurship (Wellness) with Honours – (SAS)

6. Did you experience stress while studying at Universiti Malaysia Kelantan? /

Adakah anda mengalami tekanan sepanjang belajar di Universiti Malaysia Kelantan?

Never / *Tidak pernah*

Seldom / *Jarang*

Frequent / *Kerap*

Very often / *Sangat kerap*



PART B: Stress / Tekanan

Please read the statement and mark (/) (score scale 1,2,3,4,5) which describes your situation in the last **WEEK**. There is no right or wrong answer. *Sila baca kenyataan dan tandakan (/) (skala markah 1,2,3,4,5) yang menggambarkan keadaan anda **SEMINGGU** yang lepas. Tidak ada jawapan yang betul atau salah.*

The scoring scale is as follows. *Skala markah adalah seperti berikut.*

Likert Scale: 1 – Strongly Disagree. *Sangat Tidak Setuju.*

2 – Disagree. *Tidak Setuju.*

3 – Not at all. *Tidak Sama Sekali*

4 – Agree. *Setuju.*

5 – Strongly Agree. *Sangat Setuju.*

No	Item	1	2	3	4	5
1	I find it hard to keep calm. / <i>Saya rasa susah untuk bertenang.</i>					
2	I tend to overreact to a situation. / <i>Saya cenderung bertindak secara berlebihan kepada sesuatu keadaan.</i>					
3	I think I am too nervous. / <i>Saya rasa saya terlalu gelisah.</i>					
4	I get restless easily. / <i>Saya dapati saya mudah resah.</i>					
5	I find it hard to relax. / <i>Saya merasa sukar untuk relaks.</i>					
6	I cannot accept anything that stops me from continuing what I'm doing. / <i>Saya tidak boleh terima apa jua yang menghalangi saya daripada meneruskan apa yang saya sedang lakukan.</i>					

7	I am easily offended. / <i>Saya mudah tersinggung.</i>					
8	I feel loaded down with responsibility. / <i>Saya rasa sarat dengan tanggungjawab.</i>					
9	I'am easily feel discouraged. / <i>Saya mudah berkecil hati.</i>					
10	I have not enough time for myself. / <i>Saya tidak mempunyai masa yang cukup untuk diri saya sendiri.</i>					



PART C: Academic / Akademik

No	Item	1	2	3	4	5
1	I have a financial problem because of the expenses of the university. / <i>Saya mempunyai masalah kewangan kerana perbelanjaan universiti.</i>					
2	I find it difficult to juggle time between study and social activity. / <i>Saya mendapati sukar untuk menyesuaikan masa antara belajar dan aktiviti sosial.</i>					
3	I feel nervous about delivering the class presentation. / <i>Saya berasa gementar untuk menyampaikan pembentangan kelas.</i>					
4	I feel stressed as the submission deadline neared. / <i>Saya berasa tertekan kerana tarikh akhir penyerahan semakin hampir.</i>					
5	I feel stressed to sit for the examination. / <i>Saya berasa tertekan untuk menduduki peperiksaan.</i>					
6	I find it difficult to juggle time between study and society involvement. / <i>Saya mendapati sukar untuk menyesuaikan masa antara pengajian dan penglibatan masyarakat.</i>					
7	I lost interest in courses. / <i>Saya hilang minat dalam kursus.</i>					
8	I feel burdened by academic workloads. / <i>Saya berasa terbeban dengan beban kerja akademik.</i>					
9	I feel stressed dealing with a difficult subject. / <i>Saya berasa tertekan berhadapan dengan subjek yang sukar.</i>					

10	I feel difficult in managing my academic problem. / <i>Saya berasa sukar untuk menangani masalah akademik saya.</i>					
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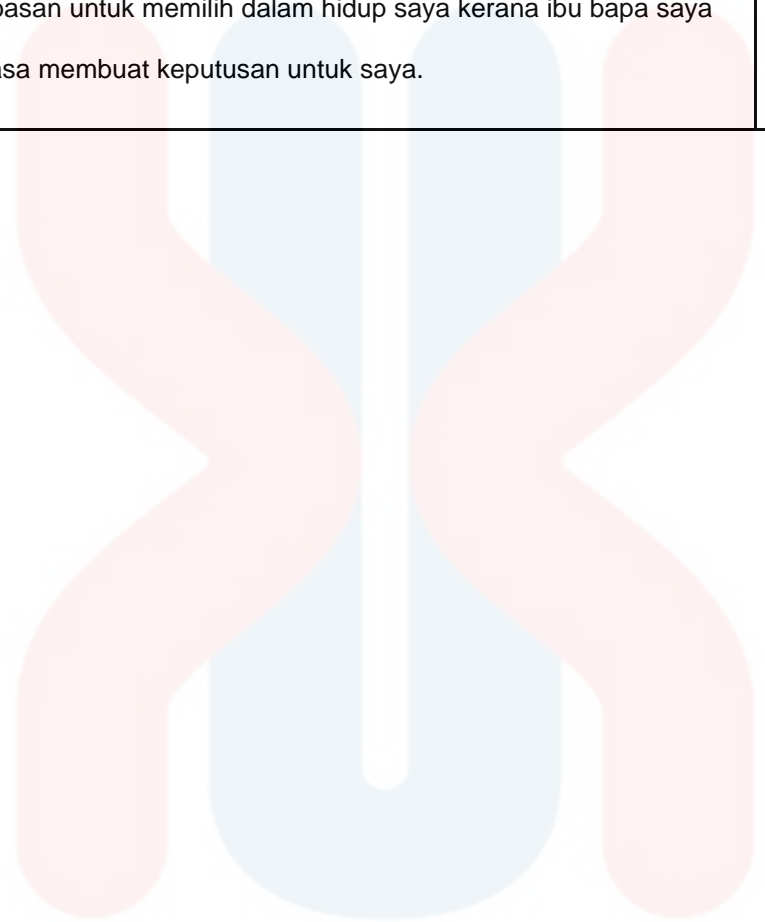


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PART C: Family Issues / Isu Keluarga

No	Item	1	2	3	4	5
1	My families are not supportive. / <i>Keluarga saya tidak menyokong.</i>					
2	I had trouble with my siblings. / <i>Saya mempunyai masalah dengan adik beradik.</i>					
3	My parents frequently argue at home. / <i>Ibu bapa saya sering bertengkar di rumah.</i>					
4	My parents regularly make comparisons to other people. / <i>Ibu bapa saya kerap membuat perbandingan dengan orang lain.</i>					
5	I have been arguing more with my parents. / <i>Saya sering bergaduh dengan ibu bapa saya.</i>					
6	My family and I have financial difficulties. / <i>Saya dan keluarga saya mempunyai masalah kewangan.</i>					
7	My parents expecting too much of me. / <i>Ibu bapa saya terlalu mengharapkan saya.</i>					
8	I feel so bad if I don't measure up to my parent's expectations. / <i>Saya berasa sangat sedih jika saya tidak memenuhi harapan ibu bapa saya.</i>					
9	I am treated like a helpless person by my family. / <i>Saya dilayan seperti orang yang tidak berdaya oleh keluarga saya.</i>					

10	<p>I never had the freedom to choose in my life because my parents always made decisions for me. / Saya tidak pernah mempunyai kebebasan untuk memilih dalam hidup saya kerana ibu bapa saya sentiasa membuat keputusan untuk saya.</p>					
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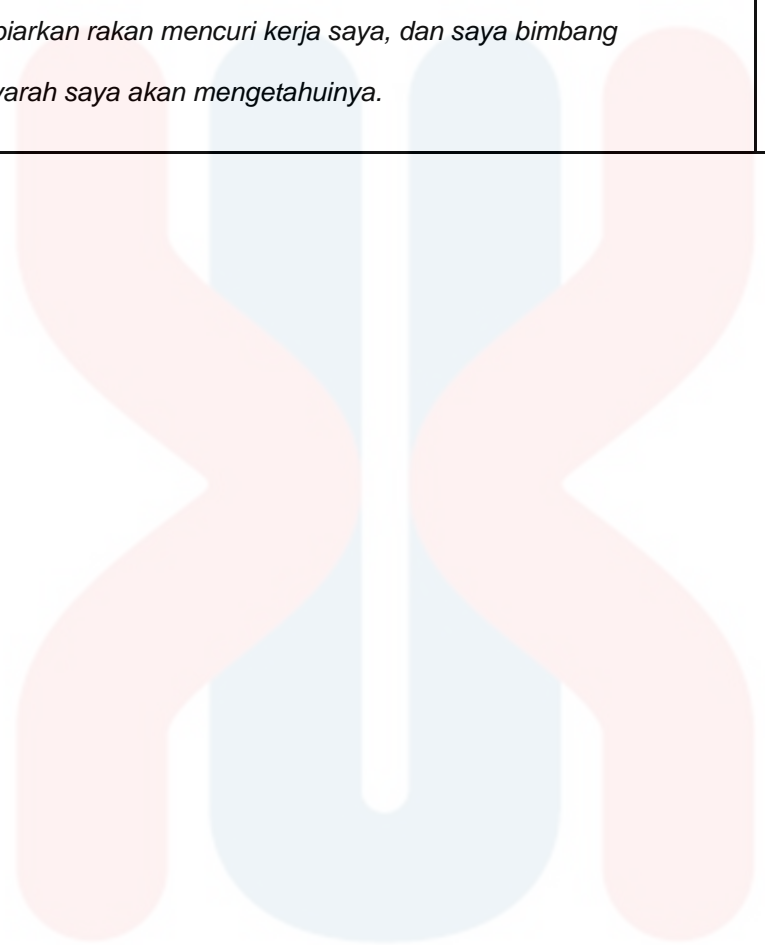


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PART C: Peer Pressure / Tekanan Rakan Sebaya

No	Item	1	2	3	4	5
1	I have friends that influence how I think. / <i>Saya mempunyai kawan yang mempengaruhi cara saya berfikir</i>					
2	I make decisions based on peer pressure. / <i>Saya membuat keputusan berdasarkan tekanan rakan sebaya.</i>					
3	I follow what my peers are telling me to do/ <i>Saya mengikut apa yang disuruh oleh rakan sebaya saya.</i>					
4	I experience stress because my peers avoid me. / <i>Saya mengalami tekanan kerana rakan sebaya mengelak daripada saya.</i>					
5	I miss home because of my peer's pressure. / <i>Saya merindui rumah disebabkan tekan rakan sebaya saya.</i>					
6	My friends pressure me to act in a harmful way. / <i>Rakan-rakan saya mendesak saya untuk bertindak dengan cara yang berbahaya.</i>					
7	I am stressed out because one of my friends convinced me to skip class. / <i>Saya tertekan kerana salah seorang kawan saya meyakinkan saya untuk ponteng kelas.</i>					
8	I act differently when I am with my friends than when I'm at home. / <i>Saya bertindak secara berbeza apabila saya bersama rakan saya berbanding ketika saya di rumah.</i>					
9	I am stressed out because my friend talks behind me and betrays me. / <i>Saya tertekan kerana kawan saya bercakap di belakang saya dan mengkhianati saya.</i>					

10	<p>I am anxious because I let a friend to steal my work, and I'm concerned that my lecturer will find out. / <i>Saya bimbang kerana saya membiarkan rakan mencuri kerja saya, dan saya bimbang pensyarah saya akan mengetahuinya.</i></p>					
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